

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

JAN 14 1919

INTERMEDIATE GARDENING

A NORMAL INSTITUTE COURSE FOR TEACHERS
OF INTERMEDIATE GRADES

1917



MANILA
BUREAU OF PRINTING
1917

NOTES FOR INSTRUCTORS.

The following lessons have been arranged in logical order for instructing teachers in the gardening requirements for the intermediate courses of the Bureau of Education. The instructor must devote considerable time to outside preparation in order that he may have available accurate data relative to the local conditions discussed in connection with each lesson. The greatest value of these lessons lies in the local application of the general principles given herein.

METHOD OF PRESENTATION.

The following method of presentation has been successfully used by various instructors at several division normal institutes. In general, such excellent results have been secured that it is believed this method is practical and, if closely followed, will be effective.

The general outline of the lesson, the written work to be required, and the field work should be explained to teachers during the first recitation period. These lessons should be taken up daily in the order they come in the list. As an aid to teachers in the preparation of their work, the lessons should be explained by the instructor on the day previous to the recitation. This enables teachers to discuss the subject among themselves and to prepare the lessons without any loss of time through not understanding the general plan of each lesson. A recitation period should open with a few minutes devoted to a general review of the most important points of the lesson of the previous day. A few minutes at the close of each recitation should be used to explain the points of the lesson for the following day. The instructor should have all the board work copied on the hyloplates previous to the opening of the recitation period. The recitation should take the form of an open discussion of the lesson topics for that day. The usual manner of doing this is to have a teacher read a statement from the outline and then give the reason for the statement, the entire recitation period being conducted in this manner. As these statements are read and the reasons given, questions of general interest may be brought out. These questions should be noted and, at the close of the recitation period, time should be allowed for answering the questions. All questions should be asked the instructor, who should give the replies to them. Argumentative discussions should not be allowed, as they take up too much time. All notebooks should be neatly kept, as they will be of value for reference during the school year. Book I, Clute's Practical Lessons in Agriculture, should be in the hands of each teacher as an aid in the preparation of the different lessons.

THE COURSE.

The course as outlined is suitable for any teacher assigned to teach gardening in the intermediate grades of the public schools. It is made to correlate with the primary course. The class must be small and should be in daily session for a double period. The best results can be secured by assigning to this class only teachers who will have actual charge of this line of work during the year. Intermediate gardening is not a cultural course, so teachers whose work is with other industrial subjects should

not be given the added responsibility of attending classes in gardening. More time can be devoted to individual teachers if the classes are not overcrowded. Teachers who have studied the Primary Course in Gardening in division normal institutes should take this course, as it is the second one in the series of graded courses.

THE LESSONS OF THE COURSE.

The course is composed of fourteen lessons, which should be studied in the order given:

1. Relation to primary gardening and to present garden requirements for intermediate grades.
2. Planning the garden.
3. Assignment of plots.
4. Vegetables and seed supply.
5. Native food plants of the Philippines.
6. Farm crops.
7. The nursery.
8. Seed growing.
9. Fertilizers.
10. Supervision of home activities.
11. Orchards.
12. Gardening and domestic science classes.
13. Garden records.
14. Garden days and special projects.

WRITTEN WORK.

Each teacher should be required to submit the following written lessons:

1. Plan of an intermediate school garden suitable for the school of the teacher submitting the plan (draw to scale).
2. A model, teacher's record book.
3. A diagram in detail of a nursery suitable for any intermediate school in the division.
4. A list of all edible fruits common to the province, stating: (a) Where found, (b) time of ripening, (c) uses, and (d) method of propagation.

All written work should be submitted by the end of the third week, corrected by the instructor, and returned to the teacher.

FIELD WORK.

In addition to the regular classroom work and to the written work required in the course, a certain amount of field work is desirable. In view of the fact that both primary and intermediate courses will be given in all normal institutes, the field work is so arranged that there will be no repetition.

1. Placing three marcottages.
2. Starting ten cuttings.
3. Proper storage of six kinds of seeds.
4. The construction and demonstration of a germinating box.
5. The demonstration of two satisfactory methods of testing seeds.
6. The construction of an 8-meter section of a fence, using poultry netting and wooden posts. Compare the cost of this fence with that of other fences.

It is not expected that any teacher will have time to perform all of this work, but that the class will be divided into sections and different parts of this work assigned to each section. The field work should be done in the evening after the regular recitation period, on a special day, or on Saturday. The field work should be begun sufficiently early for it to be completed by the third week, in order that it may serve as an object lesson to all teachers attending the normal institute.

An ample supply of all materials should be available on the opening day to insure the field work being properly done. The following materials will be needed for the ordinary provincial normal institute with one class of 30 teachers taking this course:

1. An ample supply of scratch paper.
2. Catalan paper for the drawings and plans.
3. Such tools as will be necessary to prepare the garden plot.
4. The carpenter's tools needed to construct the germinating boxes.
5. Six small bottles with corks.
6. Sufficient lumber to make three boxes 30 centimeters long, 18 centimeters wide, and 5 centimeters deep.
7. Four ordinary dinner plates.
8. Sufficient seed to perform the tests for germination.
9. The necessary bolos and other tools for doing the bamboo work.
10. A metric rule for each teacher.
11. A small quantity of charcoal.
12. Three coconut husks for placing marcottages.
13. The poultry netting and other material needed to construct the model 8-meter section of a fence.

LESSON MATERIAL.

The ultimate value of these lessons will be shown in the work done by the teachers when they return to their schools. As an aid to the instructor in preparing the lessons, the following list of suitable material is given:

LESSON I:

The Philippine Craftsman, Volume V, No. 4. Bulletin No. 31, School and Home Gardening, Revised.

Book I, Clute's Practical Lessons in Tropical Agriculture.

LESSON II:

General Instructions No. 22, series 1916.

LESSON III:

A small quantity of six kinds of seeds.

Schools Circular No. 2, issued by the Iowa State College of Agriculture and the Mechanical Arts.

LESSON IV:

List of vegetables grown in the province, showing the month when each may be planted.

List of ten plants from which seeds may be saved.

List of schools in the division which saved seed last year.

LESSON V:

List of five plants which should be grown in all home gardens.

Bulletin No. 35, s. 1911, Housekeeping and Household Arts.

Housekeeping, Bureau of Education text for intermediate grades.

The Philippine Agricultural Review, Volume IX, No. 3.

LESSON VI:

- List of the five main farm crops of the province in order of their importance.
- List of the five main food crops of the province in order of their importance.

LESSON VII:

- Bulletin No. 27, series 1913, Bureau of Agriculture, Citriculture in the Philippines.
- Bulletin No. 32, series 1916, Bureau of Agriculture, Plant Propagation in the Tropics.
- Descriptive Catalogue of Plants Grown in the City Nursery, Manila, P. I.
- Name and location of all schools in the division with nurseries.
- List of ten fruit trees which should be grown in the nurseries.
- List of ten ornamental shrubs which should be grown in the nurseries.

LESSON VIII:

- Two good and two poor ears of corn.
- List of five kinds of native seeds which should be grown at intermediate schools.

LESSON IX:

- Some roots of growing legumes showing nodules containing nitrogen.
- List of six common fertilizers.

LESSON X:

- List of intermediate schools in the province, showing the number of home gardens of intermediate pupils by schools and value of all garden products produced.
- List of ten plants suitable for home gardens.
- List of intermediate schools in the province with agricultural clubs.

LESSON XI:

- List of six desirable fruits common in the province.
- List of eight different kinds of fruit trees found in the province which could be grown in cultivated orchards.

LESSON XII:

- A cooking recipe for each of the ten vegetables recommended for home gardens.

LESSON XIII:

- A model, pupil's daily record book for gardening.
- A model, teacher's record book.
- Copies of all forms used for reporting school and home gardens.

LESSON XIV:

- Organization pamphlet, Agricultural Clubs for Filipino Boys and Girls.
- General Circular No. 56, series 1916.
- General Circular No. 64, series 1916.
- General Circular No. 128, series 1916.

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LIST OF TOOLS NEEDED FOR DOING THE REQUIRED FIELD WORK.

LESSON I.

PART ONE.

RELATION TO PRIMARY GARDENING.

1. The intermediate work is an extension of the primary work.
2. Intermediate gardening is not a different line of work but an advance over primary gardening.
3. All garden activities of primary pupils should be continued.
4. The pupil should feel that he is extending his garden experience.
5. Growing vegetables is the main feature of intermediate garden work as well as of the primary.
6. The value of native vegetables should be emphasized.
7. Home gardening should be included in the plans for each school.
8. Credit as an industrial grade for the home garden, if supervised by the garden teacher, should be allowed in proportion to the part it constitutes of the boy's entire field work.

PART TWO.

INTERMEDIATE GARDEN REQUIREMENTS.

1. State the main points of General Instructions No. 22, s. 1916, Garden Requirements which apply to intermediate grades.
2. The garden must be laid out so as to conform to the requirements given in the circular.
3. Individual plots for vegetables are retained.
4. Each pupil must cultivate not less than 40 square meters of land, either at the school or at home.
5. Home gardens are not definitely required, but the pupils are expected to do home gardening.
6. Seed growing is emphasized.
7. One field plot may be devoted to demonstrations with fertilizers.
8. A nursery is a definite requirement.
9. Both home and school orchard work are desirable.
10. The field cultivation of local food plants is prescribed.

LESSON NOTES.

LESSON 1

LESSON 2

LESSON 3

LESSON 4

LESSON 5

LESSON 6

LESSON 7

LESSON 8

LESSON 9

LESSON 10

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LESSON 24

LESSON 25

LESSON 26

LESSON 27

LESSON 28

LESSON 29

LESSON II.

PART ONE.

PLANNING THE GARDEN.

1. All plots and paths must be of uniform size.
2. Field plots should be either 10 by 10 meters or 10 by 20 meters, but all should be of the same size.
3. A few individual plots for vegetables should be 4 meters by 1 meter.
4. Prepare a definite plan of the garden, showing size and location of plots and the plants to be grown in each plot.
5. This plan should be posted where it may be seen by pupils.
6. The garden should be given a permanent location on the school site.
7. The minimum requirements are 40 square meters of cultivated land for a pupil.
8. Individual responsibility for a definite section of the garden is desirable in all work except the care of the nursery, seed boxes, and orchard, which must necessarily be communal work for the entire class.

PART TWO.

SOME PRECAUTIONS.

1. Prepare the plan of the garden before the work begins.
2. Arrange to keep all plots planted throughout the year.
3. Do not make the garden larger than needed.
4. More than 40 square meters may be cultivated if either the teacher or pupil desires it.
5. A pupil's grade should be based upon the number of square meters cultivated. Example: A boy cultivating 50 square meters would be given a rating of 2 per cent for each square meter.

LESSON NOTES.

PLAN OF THE PRESENT GARDEN AT THE TEACHER'S SCHOOL.

PLAN OF THE GARDEN FOR THE COMING YEAR.

LESSON III.

PART ONE.

ASSIGNMENT OF PUPILS.

1. No pupil should be given less than 40 square meters of land to cultivate except for health reasons. An active boy can cultivate 100 square meters.
2. Pupils should be encouraged to have gardens at home or to cultivate vacant lots.
3. The teacher should attempt no more work than he can do well.
4. Give each pupil sufficient work to keep him busy during the garden hour.
5. Assign all pupils before any field work is begun.
6. Groups for communal work should be composed of pupils who work well together.
7. Make a schedule for all communal work.
8. If three boys form a group and each boy cultivates a plot (4 meters by 1 meter) in the vegetable section, and as a group they cultivate a field plot (10 by 10 meters), they will each be meeting the full requirements (40 square meters) providing they share in the care of the nursery, orchard, and seed boxes.

PART TWO.

DIFFICULTIES TO ANTICIPATE.

1. Pupils should not change assignments.
2. Do not assign any part of the garden work to pupils as a form of punishment.
3. Avoid any suspicion of favoritism.
4. The work of pupils who are absent on account of sickness or for other reasons becomes communal work, to be performed by the entire class until the pupil returns.
5. The care of the school premises is not vegetable gardening, and this work does not meet the garden requirements.
6. Pupils should do all work pertaining to the garden.
7. Make the assignments as agreeable as possible but insist upon a high standard of work.
8. Plan the work in advance so as to eliminate any tendency to put off the more difficult tasks.

LESSON NOTES.

LESSON IV.

PART ONE.

VEGETABLES.

1. Grow local plants and improve them.
2. Grow native roots which mature during the dry season.
3. Grow native vegetables which thrive during the rainy season.
4. Do not carry on extensive experiments.
5. Emphasize common vegetables known to be grown successfully and appreciated locally as a food.
6. Do not cultivate many new plants.
7. For field work, emphasize legumes, corn, and root crops.
8. Mustard and pechay are to be preferred to lettuce, because they are better and more common foods.
9. Follow the provincial planting calendar and keep the garden producing.

PART TWO.

SEED SUPPLY.

1. Each school should have an ample supply of seed.
2. Seeds of native vegetables should be saved at the school or secured from neighboring farmers.
3. Seeds may be purchased from local merchants or from Manila merchants.
4. The Bureau of Education and the Bureau of Agriculture annually distribute a limited amount of seed.
5. Emphasize the proper selection and preservation of locally grown seeds.
6. Do not depend upon outside sources for your seed supply.
7. Test all seeds before planting them.
8. Every school should be able to supply certain seeds in limited quantities to the community.

LESSON NOTES.

LIST OF VEGETABLES WHICH SHOULD BE GROWN IN INTERMEDIATE GARDENS.

CROP ROTATIONS (3 CROPS) FOR EACH OF FIVE PLOTS.

LESSON V.

PART ONE.

FOOD PLANTS COMMON TO THE COMMUNITY.

1. Grow any food plant appreciated locally.
2. Pupils and parents know these plants.
3. Always select the best variety.
4. Improve the quality by seed selection.
5. The garden should contain gabi, tugué, ubi, and other desirable native roots.
6. Patani, batao, sitao, and other legumes should be grown.
7. Main food plants should be grown in the field plots.
8. Make a list of twelve native vegetables grown in the community, indicating whether they should be planted in the wet or the dry season.

PART TWO.

USE OF FOOD PLANTS.

1. Secure seeds from other sections of the Philippines.
2. Desirable plants should be introduced into the community.
3. It is better to extend the use of the white tugué than to introduce a new plant.
4. Name four root plants which should be grown in the gardens.
5. What four legumes can be grown in all intermediate gardens?
6. What five food plants now common in the community should be cultivated?
7. Where will you get your seed for the native food plants?
8. What are the requirements of General Instructions No. 22, s. 1916, as to plants to be grown in intermediate school gardens?

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LESSON NOTES.

LIST OF NATIVE PLANTS OF THE COMMUNITY AND MONTH FOR PLANTING EACH.

LIST OF THE MAIN FOOD PLANTS OF THE PROVINCE, NAMED IN THE ORDER OF
THEIR IMPORTANCE.

LESSON VI.

PART ONE.

SUITABLE FARM CROPS.

1. Sweet potatoes and sincamas are suitable for the garden.
2. Tugué, ubi, and other yams should be grown.
3. Gabi and other roots may be grown.
4. Corn may be grown.
5. Rice is a suitable field crop for certain schools.
6. Peanuts, mongos, and other legumes should be grown.
7. Tobacco, sugar, and abaca should not be grown in the school garden as they do not directly increase the food supply of the people.
8. Farm crops should be grown in the 100-square-meter plots, as field crops, and not in the vegetable plots.
9. Schools specializing in gardening should emphasize farm crops.

PART TWO.

KIND OF WORK TO BE DONE.

1. The quality of each vegetable should be improved.
2. Certain plots should be devoted exclusively to growing plants for seed purposes.
3. Gardening and not farm work is desired.
4. Arrange a proper rotation of crops for each 100-square-meter plot.
5. Cultivate each farm crop carefully and produce better plants than are grown locally.
6. Emphasize intensive cultivation and secure the largest possible production from the area planted.
7. Emphasize soil preparation, fertilization, and proper planting methods.
8. Keep definite records of each crop planted.
9. Keep the ground producing every month of the year.

LESSON NOTES.

LESSON VII.

PART ONE.

THE NURSERY.

1. A nursery is required of every intermediate school giving gardening.
2. Desirable fruit-tree seedlings are to be grown and distributed.
3. Six to twelve plots (1 by 4 meters) should be devoted to nursery work.
4. Such simple processes of propagation as marcottage and layering may be practiced.
5. The nursery should be cared for as communal work.
6. All plants should be distributed to the school pupils for transplanting at their homes as garden work.
7. The additional plants should be distributed free or sold at nominal prices to the patrons of the school.
8. The care of all young trees distributed for planting at home should be supervised by the teacher as required home work.

PART TWO.

PLANTS FOR THE NURSERY.

1. Such fruits as papaya, orange, tangerine, chico, mabolo, lomboy, guava, casoy, avocado, breadfruit, jack fruit, atis, anonas, lemon, lemonsito, lanzones, santol, and pomelo may be grown from seeds.
2. Pili nut, lumbang, and tamarind are suitable.
3. A section of the nursery may be devoted to the propagation of vines and ornamental shrubs.
4. Molave, narra, and other first-group forest trees are suitable.
5. Preference should be given fruits.
6. Fruit trees grown from seed do not always produce as good fruit as those from which the seeds were taken.
7. Tree seeds germinate slowly.
8. Plant fruit seeds as soon as possible after removal from the fruit.

LESSON NOTES.

DIAGRAM OF A NURSERY SECTION SUITABLE FOR AN INTERMEDIATE SCHOOL.

LIST OF 20 TREES AND 10 ORNAMENTAL PLANTS WHICH SHOULD BE GROWN IN
SCHOOL NURSERIES.

LESSON VIII.

PART ONE.

SEED GROWING.

1. Seed growing is a requirement of intermediate garden work.
2. Seed growing should result in the improvement of local varieties of fruits and vegetables by cultivation and seed selection.
3. Seeds should be grown for local use and for sale.
4. Every school should emphasize certain local plants.
5. Study all points pertaining to seed selection.
6. Encourage pupils to practice seed selection at their homes.
7. Teach them how to keep desirable varieties pure.
8. Study each plant and learn the desirable qualities.

PART TWO.

SEED SELECTION.

1. Plants are bettered and varieties improved by proper seed selection.
2. Discuss the things which cause plants to deteriorate.
3. Many excellent plants become entirely worthless through lack of attention being paid seed selection.
4. Seeds should be saved only from selected seed plants.
5. Choose the seed plant while it is fruiting.
6. Do not select entirely from size of fruit. Consider flavor, hardiness, etc.
7. Save seeds from only the best fruits of the seed plants.
8. Do not permit undesirable plants to produce seeds.

LESSON NOTES.

LESSON IX.

PART ONE.

WORK WITH FERTILIZERS.

1. Not more than one field plot should be used in demonstrating fertilizers.
2. All demonstrations should be conducted at one time, in order to retain the excellent appearance of the garden.
3. Label all demonstrations, in order that teachers, pupils, and visitors may know what is being done.
4. Keep a definite record of the demonstrations.
5. Demonstrate the value of local manures, and legumes.
6. Work with commercial fertilizers is not suitable for intermediate gardening.
7. One plot may serve for demonstrations in cultivation as well as in fertilization.
8. Every demonstration should be planned to teach a single fact or principle.

PART TWO.

KINDS OF FERTILIZERS.

1. A fertilizer is anything which adds plant food to the soil.
2. Growing crops, when turned under, are fertilizers.
3. Legumes are fertilizers.
4. The manures of farm animals are excellent fertilizers.
5. Some plants use more of one kind of plant food than others, consequently a proper rotation of plants preserves the soil's fertility.
6. No soil is so rich that it will not become impoverished if crops are continually removed and no plant food is added.
7. Proper cultivation does much toward conserving soil fertility.
8. Farm manures are the best fertilizers, as there is no need for soil analysis or other special knowledge in using them.

LESSON NOTES.

LIST OF FERTILIZERS EASILY PROCURABLE IN THE DIVISION.

LIST OF LEGUMES SUITABLE FOR ROTATION WORK IN THE GARDENS.

LESSON X.

PART ONE.

HOME GARDEN WORK OF INTERMEDIATE PUPILS.

1. All pupils should cultivate gardens at their homes.
2. Vacant lots in the town can be cultivated as home work.
3. Certain fruit trees may be planted and cared for as a part of the home work.
4. Credit must be given each pupil for this home work if it is regularly inspected.
5. The teacher should inspect all home activities.
6. Pupils desiring to meet the garden requirements at home should be assigned a minimum amount of work in the school garden.
7. Pupils electing to do home-garden work are required to continue the home work during the entire school year.
8. Ascertain how much garden work is being carried on by people not connected with the school.

PART TWO.

RAINY-DAY LESSONS.

1. Have lessons prepared for days when outside work is not possible.
2. Seed testing is suitable.
3. Study individual plants.
4. Study the use of vegetables.
5. Study plant insects.
6. Arrange lessons in seed selection.
7. Study the use of score cards.
8. Each teacher should prepare thirty rainy-day lessons.
9. Check up the pupil's record books.
10. Have the pupils make or repair garden equipment.
11. Have every lesson well planned in advance.
12. See the article on rainy day lessons in *The Philippine Craftsman*, Vol. V, No. 3, September, 1916.

DIAGRAM OF A MODEL HOME GARDEN.

PLAN OF THE CENTRAL PART OF A TOWN, SHOWING WHERE INTERMEDIATE
GARDENS MAY BE LOCATED.

LESSON XI.

PART ONE.

ORCHARD WORK.

1. Each school with sufficient land should have some fruit trees.
2. The smallest schools should grow a few papayas, pineapples, and bananas.
3. The choicest varieties of fruits should be selected.
4. Give the orchard a permanent location on the school premises.
5. The care of the orchard is communal work for the entire class.
6. Two or three trees of each variety is enough for the orchard.
7. Discuss frequently the growing of fruit trees, in order to encourage it among the people.
8. Young trees for the orchard should be secured from the nursery.

PART TWO.

HOME ORCHARDS.

1. Each intermediate pupil taking gardening as an industrial requirement must set out and care for five fruit trees at home.
2. The teacher should inspect these to see that they are given proper care and protection.
3. Three or four rainy-day lessons on the care of fruit trees should be given.
4. Pruning should be discussed, and pupils encouraged to prune the fruit trees grown at home.
5. Credit, as a home requirement, should be given pupils for each tree cultivated at home.
6. The grade for this work may be at the rate of one tree equaling one square meter of cultivated land.
7. Do not attempt to plant too many trees; emphasize care and cultivation.
8. Have the pupils keep a record of the trees grown by them and compare the product from these trees with that secured from trees not receiving the same cultivation and attention.

LESSON NOTES.

LESSON XII.

PART ONE.

CORRELATED GARDEN AND DOMESTIC SCIENCE WORK.

1. The proper preparation of vegetables as food is important.
2. The cooking class should be the means of teaching the community how to prepare palatable dishes from garden vegetables.
3. A reasonable amount of vegetables for this purpose should be furnished the domestic science class without cost.
4. Let the cooking class prepare certain dishes for the garden class.
5. Encourage the girls to visit the garden.
6. The boys should be permitted to visit the kitchen at specified times.
7. Vegetables should not be taken from a boy's individual garden without his knowledge and consent.
8. Have recipes available, in order that garden pupils may secure copies to take home.

PART TWO.

USE OF VEGETABLES.

1. Prepare a list of the ten most common vegetables grown in your province.
2. State the part of each used for food.
3. Name the different dishes prepared from each vegetable.
4. Learn one recipe for preparing as food each of the ten vegetables named above.
5. Is a vegetable and fruit diet desirable?

LESSON NOTES.

LESSON XIII.

PART ONE.

PUPIL'S GARDEN RECORD.

1. Each pupil should be required to keep a definite and accurate record of his work in gardening. Secure a copy of the prescribed record book.
2. The record should show the amount of vegetables produced in each plot.
3. It should also contain data relative to the cultivation and fertilization given the soil.
4. Such facts as the number of seedlings in the nursery, number of trees growing at home, amount of products harvested, and the different varieties of plants grown in the school and home garden should be known by all pupils.
5. Both the teacher's and pupil's records should be inspected monthly.
6. The condition of the pupil's record book should be considered in giving a monthly grade for the garden work.
7. Emphasize neatness and accuracy in keeping these records.

PART TWO.

THE TEACHER'S GARDEN RECORD.

1. The teacher should keep a book containing the names of all garden pupils and their monthly grades.
2. The amount and value of products harvested each month should be shown.
3. The number of fruit trees grown as a home-garden requirement and the names of pupils who planted them should be entered.
4. Data relative to the selection of seeds, distribution of seeds and seedlings, and the disposal of garden products should be kept.
5. The teacher's garden-record book should be inspected regularly by the principal teacher and the supervising teacher.
6. All records should be in such a form that they may be used for statistical purposes.

LESSON NOTES.

DATA WHICH SHOULD BE KEPT BY PUPILS.

DATA WHICH SHOULD BE KEPT BY THE TEACHER.

LESSON XIV.

PART ONE.

GARDEN DAY.

1. Each school should hold an agricultural exhibit on garden day.
2. This exhibit should be held when the garden is at its best.
3. A section of the exhibit should be devoted to a display of garden products.
4. A section should be devoted to products from the home gardens of school pupils.
5. A section should be devoted to an exhibit of farm products of the community.
6. A section should be devoted to a working exhibit of the cooking class of the school.
7. A section should be devoted to an exhibit of handicrafts.
8. The agricultural exhibit should be an annual affair and should each year be enlarged in order that it may later become the agricultural fair of the community.
9. Secure municipal and provincial assistance.

PART TWO.

SPECIAL PROJECTS.

1. The garden class should take an active interest in any special campaign for the betterment of agricultural conditions.
2. The corn campaign of the Bureau of Education is an important special project of this nature in the public schools.
3. What other projects have been recently introduced?
4. Clean-up week and arbor day are other special agricultural activities.
5. The intermediate garden class should take a leading part in all special projects.
6. Corn demonstrations, corn exhibits, and corn growing contests are parts of the corn campaign. Name the parts of some other campaign you have in mind.

LESSON NOTES.

MODEL PROGRAM FOR AN AGRICULTURAL EXHIBIT.

LIST OF OTHER FOOD CAMPAIGNS OF THE BUREAU.

A PLANTING CALENDAR FOR THE PROVINCE.

GENERAL NOTES.

GENERAL NOTES.

GENERAL NOTES.

